

## English 2033E (Children's Literature) – Online

### Reading Schedule

During the Fall/Winter terms, you should complete one unit per week. For exact dates, please consult the Schedule, as well as the welcome message in the Course Information forum.

### Fairy Tales

#### Unit 1: Introduction / Traditional Fairy Tales

Read the following fairy tales from *Folk and Fairy Tales*:

- “The Story of Grandmother” – Paul Delarue
- “Little Red Riding Hood” – Charles Perrault
- “Little Red Cap” – Jacob and Wilhelm Grimm
- “The Chinese Red Riding Hoods” – Isabelle C. Chang
- “Sun, Moon, and Talia” – Giambattista Basile
- “The Sleeping Beauty in the Wood” – Charles Perrault
- “Brier Rose” – Jacob and Wilhelm Grimm
- “Cinderella: Or the Glass Slipper” – Charles Perrault
- “Cap o’ Rushes” – Joseph Jacobs
- “Hansel and Gretel” – Jacob and Wilhelm Grimm
- “Snow White” – Jacob and Wilhelm Grimm
- “Rapunzel” – Jacob and Wilhelm Grimm
- “Jack and the Beanstalk” – Joseph Jacobs
- “Beauty and the Beast” – Madame Leprince de Beaumont
- “The Brave Little Tailor” – Jacob and Wilhelm Grimm
- “Puss in Boots” – Charles Perrault
- “Bluebeard” – Charles Perrault
- “Rumpelstiltskin” – Jacob and Wilhelm Grimm
- “The Goose Girl” – Jacob and Wilhelm Grimm

Also, read the Grimm brothers’ “Cinderella,” available at

<http://www.pitt.edu/~dash/grimm021.html>

#### Unit 2: Revisionist Fairy Tales

Robert Munsch, *The Paper Bag Princess*

Read the following stories from *Folk and Fairy Tales*:

- “The Company of Wolves” – Angela Carter
- “When the Clock Strikes” – Tanith Lee
- “The Tale of the Handkerchief” – Emma Donoghue

#### Unit 3: George MacDonald, *The Princess and the Goblin*

### Nonsense

#### Unit 4: *This Little Puffin*

Dennis Lee, *Alligator Pie*

Read Perry Nodelman, “The Nursery Rhymes of Mother Goose: A World Without Glasses” (coursepack)

#### Unit 5: Edward Lear, *The Complete Nonsense of Edward Lear*

Read the following poems and stories:

- “Self-Portrait of the Laureate of Nonsense”

all limericks

“The Owl and the Pussy-Cat”

“The Jumblies”

“The Story of the Four Little Children Who Went Round the World”

“The Dong with the Luminous Nose”

“The Pobble Who Has No Toes”

Unit 6: Lewis Carroll, *Alice’s Adventures in Wonderland* and *Through the Looking-Glass*

### **Adventure**

Unit 7: Robert Louis Stevenson, *Treasure Island*

Unit 8: Beatrix Potter, *The Tale of Peter Rabbit*

Read Jackie F. Eastman, “Beatrix Potter’s *The Tale of Peter Rabbit*: A Small Masterpiece” (coursepack)

Unit 9: J.M. Barrie, *Peter Pan*

### **Realism**

Unit 10: E. Nesbit, *The Story of the Treasure Seekers*

Unit 11: John Boyne, *The Boy in the Striped Pajamas*

Unit 12: Louise Fitzhugh, *Harriet the Spy*

Read Lissa Paul, “Feminist Writer as Heroine in *Harriet the Spy*” (coursepack)

### **The Domestic Novel**

Unit 13: Louisa May Alcott, *Little Women*

Unit 14: L.M. Montgomery, *Anne of Green Gables*

Read the following articles from the coursepack: Perry Nodelman, “Progressive Utopia, or How to Grow Up without Growing Up”; Susan Drain, “Community and the Individual in *Anne of Green Gables* The Meaning of Belonging”; Eve Kornfeld and Susan Jackson, “The Female Bildungsroman in Nineteenth-Century America: Parameters of a Vision”

Unit 15: Frances Hodgson Burnett, *The Secret Garden*

Unit 16: Laura Ingalls Wilder, *Little House on the Prairie*

### **Animals**

Unit 17: Kenneth Grahame, *The Wind in the Willows*

Read Jane Darcy, “The Representation of Nature in *The Wind in the Willows* and *The Secret Garden*” (coursepack)

Unit 18: E.B. White, *Charlotte’s Web*

Read Perry Nodelman, “Text as Teacher: The Beginning of *Charlotte’s Web*” (coursepack)

### **Fantasy**

Unit 19: J.R.R. Tolkien, *The Hobbit*

Unit 20: C.S. Lewis, *The Lion, the Witch and the Wardrobe*

Unit 21: J.K. Rowling, *Harry Potter and the Philosopher’s Stone*

Read Alexandra Mullen, “Harry Potter’s Schooldays” (coursepack)

Unit 22: Lois Lowry, *The Giver*

Unit 23: Neil Gaiman, *Coraline*

Unit 24: Roald Dahl, *Matilda*

### **Assignments and Grade Distribution**

Essay 1	Due by the end of Unit 6	1000 words	10%
Essay 2	Due by the end of Unit 12	1500 words	15%
Essay 3	Due by the end of Unit 20	2500 words	25%
Quizzes			5%
Participation			10%
Final exam			35%

### **How to Proceed**

For each unit in this course, you should begin by reading the assigned text(s) (listed above). When you have finished the book (or the stories/poems), you should click on the learning module for that unit (these can be found on the left-hand side of the course page). Within the learning module, you'll find a document containing notes on the assigned readings. These notes are designed to play the role that a lecture would play in an on-campus course.

At the end of the course notes for each unit, you will find several self-testing questions. These questions are designed to help you assess your grasp of the lecture material. In some cases, the answer can be found explicitly in the course notes; in other cases, the questions prompt you to think more deeply about the ideas presented in the notes. You will also find several discussion questions listed below the self-testing questions. You may post your responses to these questions on the forums; these can be found within the learning module, and all the forums are also available from the left-hand menu. The Participation mark of 10% will be based primarily on your activity in the forums, reflecting both the quality and the quantity of your responses.

Additional optional readings can be found at the end of each unit. For each unit, I have provided a link to a relevant article or website that provides additional information about the author and/or text. While these readings are not required, you may find them helpful, especially for books on which you are writing an essay. (If you use information from these sites, be sure to cite the source using MLA format!) Many of these articles contain controversial ideas; if you'd like to respond to or discuss these articles (or other issues arising from your reading), you can use the "Comment" button at the bottom of each learning module.

### **Quizzes**

By the end of every even-numbered unit, you will be required to complete a quiz containing ten multiple-choice questions testing your knowledge of the texts covered in those two units. (For exact due dates, consult the Schedule section of the website or the welcome message on the Course Information forum.) The questions will focus on content rather than interpretation; if you have read the material, you should have no difficulty answering the questions. You may keep your books handy and consult them freely, but you will be limited to ten minutes to complete the quiz.

### **Citing Sources**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or

citations. Plagiarism is a major offense (see Scholastic Offence Policy in the Western Academic Calendar). Any student who commits this or any other act of academic dishonesty will receive a grade of zero and a note will be placed on his or her academic record.

Here are some steps to follow to avoid plagiarism

- 1) Do as much work as possible *before* beginning your secondary research – read the novel(s), think of a thesis statement, sketch out your argument. Write down your own ideas before reading any criticism.
- 2) Develop a note-taking style that clearly indicates what ideas are your own and what ideas are taken from another source. You can use different coloured pens, cue cards, or any other method that helps you distinguish your own ideas from those of other critics.
- 3) Feel free to disagree with any critic you are reading – don't simply regurgitate somebody else's argument.
- 4) When you are incorporating someone else's ideas into your essay, acknowledge them within the essay itself using
  - (a) quotations marks (whenever you have even part of a sentence that's the same as the original)
  - (b) introductory tag phrases – i.e. According to John Smith...  
As Smith points out...  
Smith observes that...
  - (c) a reference in parentheses that indicates the source of the idea (often just the page number, if you've already used a tag phrase)
- 5) Cite the source in full in your Works Cited list (see guidelines below).

### **MLA Guidelines**

Your essays should follow the MLA format:

- 1) In the top left-hand corner of the first page, put your name, the name of your professor, the name of the course, and the date.
- 2) Number your pages in the top right-hand corner.
- 3) Double space.
- 4) If you use a snappy, attention-grabbing title, follow it up with an informative sub-title that indicates your topic and the works you will be discussing (i.e. *Touching Pitch: Moral Ambiguity in R. L. Stevenson's Treasure Island*).
- 5) Titles of books should be underlined or *italicized*. Titles of short poems, articles, and short stories should be put in quotation marks.
- 6) Introduce quotations in your own words, identifying the speaker and context: i.e. Bettelheim argues that "The fairy tale ... confronts the child squarely with the basic human predicaments" (311). Use ellipses to indicate where you have omitted material.
- 7) If the quotation is longer than four lines, do not use quotation marks; instead, indent the passage ten spaces from the left and continue to double space.
- 8) For short quotations, indicate the page number(s) in parentheses after the quotation marks and before the end punctuation. For long, indented quotations, place the parentheses after the end punctuation. Do not use abbreviations such as p. or pp. or include the author's name if the identity of the author is clear from the context.
- 9) List all the works you have referred to in a Works Cited list at the end of your paper. Use the following format in your Works Cited list:

Author's last name, Author's first name. "Title of article or short story." Title of Book.  
City of publication: Publisher, date of publication.

There is a useful online guide to MLA format at the following address:

<http://owl.english.purdue.edu/owl/resource/747/01/>

### **Learning Objectives**

By the end of the course, the successful student will be able to

- place individual texts in their context within the historical development of children's literature
- recognize and understand the features of genres such as the fairy tale, the cautionary tale, nonsense, adventure, domestic fiction, and fantasy
- display a knowledge of several classic children's novels, as well as more recent contributions to the genre
- analyze texts employing the skills of literary analysis, considering features such as narrative technique, symbolism, rhyme and rhythm, layout and illustrations, etc.
- understand the political, religious, moral, and philosophical underpinnings of the books on the course
- communicate ideas effectively in writing (through discussion posts and persuasive essays)
- develop a specific, focused argument and support it with textual evidence

### **Exam Format**

The examination has three parts (A,B,C), all of which are weighted equally; you will need to budget your time carefully. Read the whole exam first, taking time to choose your texts and plan your answers. To demonstrate both the breadth and depth of your knowledge of Children's Literature, you must discuss different texts in all three parts of the exam – **you may not use any text more than once**. In Part A, you will discuss **four** texts, and in each of Parts B and C, you will discuss **three** texts, for a total of ten different texts altogether. Each of the following will be considered equivalent to "ONE TEXT" in Parts B and C:

- a) any five nursery rhymes
- b) any three fairy tales
- c) any two poems or stories by Edward Lear (the limericks count, collectively, as one poem)

*Alice's Adventures in Wonderland* and *Through the Looking-Glass* can be used together as one work, or you may focus solely on one rather than the other, but you may not use *Alice* twice in different parts of the exam.

#### **PART A: Identifications**

Identify the author (first and last name) and title of the following ten quotations (20 marks); choose **four** of the quotations and for each one (a) discuss its context in the original work (who is speaking, who is being spoken to, under what circumstances, etc.), (b) comment on any key words or images in the passage, and (c) analyze its significance to the work as a whole and/or to other works or trends in children's literature (4 x 20 = 80 marks).

**PARTS B & C: Essay**

Choose **one** of the following three topics and write a fully developed essay making an argument about at least **three** texts that we have studied on this course. Be sure to include an introduction, a thesis statement, and specific textual evidence in support of your argument. Remember to compare and contrast the three texts throughout your paper.

The instructions for Parts B & C are identical; however, in Part C you will be able to discuss any three texts of your choice, whereas in Part B, one of those texts will be chosen for you.